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ABSTRACT

The guide is designed to give teachers of second language reading a broad theoretical basis for developing effective teaching methods and a flexible curriculum. An introductory section looks at the process by which learners acquire, expand, and refine their knowledge as a learning spiral, a reference made throughout the text. Chapter one describes the basic elements of reader and text and their interaction. Chapter two expands on that idea to encompass the factors influencing reading in a second or foreign language. The third chapter is devoted to designing the reading course, and the subsequent three chapters provide practical, detailed information, including lesson plan segments, about issues and strategies for three learning stages: pre-reading; reading; and post-reading. Vocabulary development is discussed in chapter seven, and chapters eight and nine offer ideas for teaching literature and on assessing reading. Guidelines for preparing a lesson plan are given in chapter ten. The final chapter returns to the concept of the learning spiral and the teacher's role in facilitating student progress. Samples from reading textbooks at different difficulty levels (beginning/low level; intermediate; advanced; superior) are appended, with exercises for most of the texts. Contains 159 references. (MSE)

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